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ABSTRACT

This report describes a model academic improvement program for 18 third graders with low achievement. Data from a questionnaire filled out by four teachers and from observations by the teachers revealed that students targeted for the program demonstrated low learning readiness skills, which resulted in less than desirable behavior, study skills, and academic performance. In order to enhance performance in these areas, a 10-week program was implemented. The program included the: (1) Assertive Discipline Program, in which teachers received training concerning discipline competencies; (2) Study Skills Enhancement Plan; and (3) Academic Excellence Growth Plan, which included the Bring Up Grades Honor Roll Program. Students' progress after 10 weeks was assessed by questionnaires filled out by teachers. Results indicated a decreased number of behavior problems, increased learning readiness skills, and improved academic performance. A list of 28 references is provided. Appendixes include copies of the teacher questionnaires; descriptions of the Assertive Discipline Plan, student reward system, and Bringing Up Grades Program; and samples of forms used in the program. (BC)

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A MODEL PROGRAM TO IMPROVE STUDY SKILLS AND ACADEMIC PERFORMANCE OF LOW ACHIEVING THIRD GRADE STUDENTS

by

Mary L. Ford

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A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree in Educational Leadership

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ABSTRACT

A Model Program to Improve Study Skills and Academic Performance of Low Achieving Third Grade Students
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Descriptors: Academic Excellence/ Academic Intervention Strategies/ Academic Performance/ Assertive Discipline/ Educational Achievement/ Elementary Education/ Grade Retention/ Learning Readiness Skills/ Low Achievers/ Positive Attitudes/ Self Esteem/ Student Behavior Management/Student Self-Monitoring/ Student Reward System/

This report describes a Model Academic Improvement Program which was implemented to improve the behavior, study skills and academic performance of eighteen low achieving third grade students. The project was conducted in an elementary school which serves students in kindergarten through grade five. Based on compiled data and observations by the writer and teachers, it was noted that the targeted students demonstrated low learning readiness skills which, from all indications, resulted in less than desirable behavior, study skills and academic performance. In order to enhance improved performance in these areas, the following specialized strategies were implemented by the writer: The Assertive Discipline Program; Student Study Skills Assessment; Monitoring and Weekly Student Progress Reports; The Bring Up Grades Homeroom Honor Roll Program (B.U.G.), and Pre and Post-Teacher Questionnaires.

The results for the target group indicated decreased behavior problems, increased learning readiness skills, and increased academic performance. Appendices include Pre and Post-Teacher Questionnaires, Assertive Discipline Rules and Consequences, Parent Discipline Notification Form, Student Self-Monitoring Assessment Instrument, Weekly Student Progress Report, Student Reward System Guidelines, and The Bring Up Grades (B.U.G.) Awards Program Guidelines.

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CHAPTER 1

Purpose

Academic excellence is the great thrust in education today. Therein lies a great need for low achieving students to improve their academic performance. This is imperative in order for them to function in the world of work as well as in today's social environment.

The school targeted for this practicum project is an elementary school which is located in a town that attracts thousands of tourists annually. In addition, the area is thriving, which involves a rapidly growing population.

This school serves students in kindergarten through grade five. Facilities include an administrative suite, thirty classrooms, two resource rooms, multipurpose rooms, and rooms for art and music. The thirty classrooms are utilized as follows: six kindergarten rooms, five each for first, second, third, and fourth grades, and four for fifth grade. Also, housed here are the following programs: an Alternative Education Program for English and Mathematics; Speech and Language Development; Specific Learning Disabilities, Computer Awareness, and a Guidance and Primary Education Program.

The school population consists of approximately 850 students. However, because the surrounding area attracts many newcomers, the student enrollment increases continuously during the school year. Therefore, as the school population grows, there is a need for additional staff members. At the present time, there are over 70 administrators, teachers and staff members employed at this school.

Socio-economic levels of the families in this setting span the range from blue to white collar workers and on to the more prestigious professions of lawyer, doctor, nurse and state representative. Many families own and operate their own businesses. A small percentage of the parents within the county is employed as teachers in the public and private schools.

Ethnically, the school population is 85 percent white, 12 percent black and three percent of other nationalities. Approximately 45 percent of the students are transported to school by bus, with the majority being transported by their parents or walking to school.

The writer of this project is a first grade teacher at this elementary school with seven years of teaching experience in the same district. During the summer, the writer teaches remedial Reading and Mathematics at the area's Vocational Education Center. The writer

is very concerned about the present state of academic performance of low achieving students. It had been observed that several students were low achievers and were not academically successful in their subject areas. Based on these observations, as well as other indicators within the school setting, the writer had also observed that many students lacked the necessary study skills required for improving their overall academic performance. As a result of low achievement of some students, it was observed that they were retained in their grades and fell behind their peers academically.

Problem Statement

It is indicative from the results of tests and teacher observation that students of the same age, sex and size learn at different rates. Because of individual uniqueness and maturational levels, some students tend to learn much slower than others. Due to individual differences in ability, the students who lag behind those of their own age group are commonly referred to as low achievers.

The target group involved in this practicum project consisted of 18 third grade students who had been identified as low achievers. Sexually and ethnically, the group is comprised of 11 boys and 7 girls and has 13 white, 5 black and zero other nationality students.

These were students who had received average grades of D or U during the 1989-90 school year. Eleven of these students had received grades of D or U in three to seven of their subjects. Seven students had received average grades of D or U in one or two of their subjects during the previous school year.

While seven of the students had received average grades of D or U in only one or two of their subjects during the previous school year, they were still included in the target group because they were identified in the low achiever student profile. The students in the target group shared the common problem of low achievement, as well as other commonalities.

Psychological documentation indicated that these students had problems in visual discrimination, auditory memory, and gross motor development. What was more, their perceptual motor skills lagged behind those of their peers. They were described as having the ability to function at a low average level. In addition, they were described by psychologists as very border-line academically and in need of an alternative form of education in order to progress to the next grade level. In order to progress to the next grade level, students must receive an average grade of at least D or 65 percent in each subject area.

Several problems existed for these students in their overall academic performance. Their study skills were poor, they had discipline problems and were receiving grade averages of D or U in reading, mathematics, language arts, spelling, social studies, health and science. At the end of the 1989-90 school year, their average grades for individual subjects were recorded on their cumulative folders by their teachers. These records reflected 55 percent of the students as having received a D or U in three to seven subjects, with U meaning unsatisfactory.

The practicum writer summarized grades for each student of the target group for their seven subject areas. The eighteen students were designated as A-R for identification purposes. The D and U grades were designated as weak areas and the total weak areas for all students were 62. These grades were summarized for each student and on an overall basis for the group as displayed in Table one on page 6.

Table one, below, summarizes these data.

Table 1

Individual Students' Pre-Cumulative Grade Profile

Student	Reading	Math	Language Arts	Spelling	Social Studies	Science	Health	Total Weak Areas Per Student
A	*	*	*	*	*	*	*	7
B					*	*	*	3
C		*	*			*	*	4
D		*						1
E		*						1
F		*	*					2
G			*		*	*	*	4
H	*		*		*	*	*	5
I			*					1
J	*		*	*	*	*	*	7
K		*	*		*	*	*	5
L						*	*	2
M		*						1
N		*	*	*		*	*	5
O	*		*	*		*	*	6
P		*	*	*	*	*	*	6
Q			*			*	*	3
R			*					1
Totals	4	9	13	5	7	12	12	62

*Means a D or U Grade and are considered Weak Areas for Students.

The discrepancy between the situation as it was and the situation as it should have been was that students were receiving D and U grades in from three

to seven subject areas and there was a need to achieve at least D or 65 percent in each subject area in order to progress to the next grade level.

Based on a Pre-Teacher Questionnaire for assessing student learning readiness/study skills and teacher observation, it was reported that 64 percent of the target group students had little or no study skills. This involved such categories as listening, following oral and written directions, completing classroom assignments on time, as well as completing homework assignments and proofreading for mistakes. Other categories included lack of learning readiness skills such as being present each day, arriving to school on time, and bringing the necessary supplies to class (Appendix A: 62).

Another area reported for the target group was behavior problems within the school setting. Their teachers reported that 65 percent of the students had a total of 50 reprimands on file. This definitely constituted a problem area for these students, which could conceivably add to the low academic achievement situation (Appendix A: 62).

Based on data from all indicators, it was evident that the students in the target group lacked good learning readiness and study skills and the appropriate

school behaviors to successfully achieve academically. They were low achievers; academically, they were the recipients of D or U grades in their subject areas; and they had behavior problems within the school setting. These overall problems resulted in students of the target group being identified as low achievers and lagging behind their peers academically.

The writer identified the problem for the target group as being one of low academic achievement and lagging behind academically. In addition, the writer identified that there was not a program in place within the school setting to enhance the academic achievement and progress of these students.

After considering all data and indicators within the school setting as related to the target group, the writer, their teachers and psychologists acknowledged that there was a need for these students to improve academically and that a program should be in place which would enhance the academic achievement and progress of these students by:

1. Improving their learning readiness and study skills.
2. Improving their school behavior, and
3. Improving their academic performance through increasing their subject area grade averages and academic progress.

Outcome Objectives

This practicum project sought to improve the academic performance of third grade students who had been identified as low achievers for various reasons. Data revealed that the major problems of these targeted students as related to academic performance were: poor learning readiness and study skills, behavior problems within the school setting, and poor subject area grade averages (D's and U's).

The writer anticipated that upon completion of the ten-week implementation phase of this Model Academic Performance Improvement Program, through the use of specialized training intervention strategies, the target group would have accomplished the following outcomes:

1. Given a period of ten weeks of specialized training intervention activities through the Academic Performance Improvement Program, 70 percent of the students in the target group will demonstrate improved learning readiness/study skills by achieving a 50 percent increase of yes answers to at least six of nine student assessment items as indicated by comparisons of items (2-10) on a Pre-Teacher Questionnaire (Appendix A: 62) to items (1-9) on a Post-Teacher Questionnaire (Appendix H: 76).

2. Given a period of ten weeks of specialized training intervention activities through the Academic Performance Improvement Program, 70 percent of the students in the target group will demonstrate a decrease of at least 70 percent in the number of reprimands for behavior problems as indicated by comparisons of the number of written reprimands reported on item 11 of a Pre-Teacher Questionnaire (Appendix A: 62) to item 10 on a Post-Teacher Questionnaire (Appendix H: 76).

3. Given a period of ten weeks of specialized training intervention activities through the Academic Performance lmprovement Program, 65 percent of the students in the target group will demonstrate an increase in their grades to C in reading, mathamatics, language arts, spelling, social studies, science, and health as indicated by comparisons of the 1989-90 school year grades (Table 1:6) to the 1990-91 first semester grades.

It was anticipated that through the specialized training intervention strategies utilized in this project, the results would indicate the appropriateness of this approach in improving the academic performance of low-achieving students who were beset with poor study skills, poor school behavior, and low grades. The writer anticipated that the strategies utilized

in this project would prove to be beneficial in providing students identified as low achievers with means to improve their overall academic performance, to increase their subject area grade average and to allow them to progress to the next grade level along with their peers.

CHAPTER II

Research and Solution Strategy

Introduction and Rationale

Many educators and public employers are interested in the well being of today's youth. Researchers are continually searching for new, creative and innovative techniques for improving discipline, academic performance and study habits of the students in our schools. In order to have great leaders in the future, positive efforts must be geared to improving educational opportunities for our students very early on - even at the elementary level.

According to Bennett (1986), elementary education "is everything that children learn, for good or for ill, before reaching adolescence, not only formal schooling but also the combined influences of home, family, neighborhood, peers, and media - kindergarten through eighth grade" (p.4).

While excellence is found in the most affluent suburbs and in the midst of oppressive poverty, we must adopt measures to lift the general level of America's elementary schools by paying specific attention to those who need help the most (Bennett, 1986, p. 65).

Research of literature, as conducted by the writer, provided data as follows in the categories of improving student study skills, discipline and academic performance in elementary grades.

Learning Readiness

Robinson (1986) reported that while educators have recognized the limitations of equating chronological age with readiness for certain academic pursuits, the use of a primitive tool (age) to predict a complex relationship (readiness) continues. This research reveals two types of studies - those conducted over a period of time (longitudinal) and those focusing on the achievement of a group of children as related to multiple criteria.

In addition, an overwhelming number of researchers found that the older children in a given grade were consistently rated higher in social, emotional and academic measures than their younger classmates (e.g., Weinstein, 1986; Beattie, 1970; Maddox, 1980).

In support of this concept, Elkind (1982) reported that reviews of 260 studies revealed that the child who entered school later (older) had an advantage over the child entering earlier (younger).

Some suggestions presented for entrance consideration included an open admissions system -

enroll children at any age; a criterion-based admissions system; a dual entry system - children would enter on September 1 or January 1 according to dates of birth. These could be used as springboards for discussion as children's best interests remain the focus for decision-making (Robinson, 1986, p.6).

Some experts believe that age alone is the best indicator of success. Others say that chronological age, mental age, intelligence quotient, readiness, emotional and social adjustment, or a combination of these factors are the indicators of success (Montz, 1985).

Uphoff, as cited by Montz (1985), said that age is not an indicator of success at all because each child can succeed if the school program meets the child's individual needs. However, Montz (1985) reported that a study which compared the academic achievement of the third grade level of 20 early and 20 late entry kindergarten children suggest a significant difference in the achievement of the two groups. The late entry students scored higher on the Iowa Test of Basic Skills than those who entered kindergarten early. In addition, Montz (1985) reported that 61 percent of the students who were retained at the elementary level were within the early entry group at the time of admission to kindergarten.

According to McGee, et al., as cited by Montz (1985), the right age for schooling should be met by the needs of society. It seems that states have taken over education and children are placed in school before they are developmentally ready. This has led to a decline in literacy and teacher burnout (Montz, 1985). Elkind, as cited by Montz (1985) believes that this does not happen if students are not pushed too hard. Montz (1985) agrees with Elkind that schools are pushing students too hard and believes that this is true because some administrators are pushing teachers to pruduce better products. As a result, teachers are responsible for increased learning with larger numbers of students. Thus, teachers must ignore individual differences in mental abilities and learning rates. The child who does not keep up is labeled as defective with minimal brain damage or hyperactivity (Montz, 1985).

Discipline/Classroom Behavior

Squires, et al., (1986) said that students' classroom behavior is the most direct link to student achievement and that teachers' behavior can affect students' behavior in ways that will lead to improved student learning (p. 9). Further, research indicates that when students are involved, covering appropriate

content, and successful in classroom tasks, there is a high probability that they will be achieving as well or better than expected (Squires, et al., 1986, p.21).

Discipline at the elementary level is a real necessity to promote what James Enochs, Assistant Superintendent of the Modesta, California schools,calls "The Fourth R - Responsibility" as cited by Sociologist, Etzioni (1984) in writing about "the pivitol role of self-discipline as related to functioning effectively in a school, relating consistently to its rules, authorities, and work discipline."

Rakov (1986) in talking about "discipline," said it is important to realize the meaning, for often it is confused with punishment. The term "discipline" refers to an understanding and acceptance of behavioral limitations which we must all accept in order to live harmoniously in a social setting. It is important that teachers both interpret the types of behaviors which are acceptable and conductive to good learning, and help students to see the importance of accepting these limitations (p. 125).

In order to encourage a classroom climate that is both comfortable and productive, according to Weber (1982), discipline takes place on two levels: first, prevention - Instruction Classroom Management Approach

and second, remediation - teacher action in response to some inappropriate student response or "brush fire" appraoch (p. 125).

According to Evertson, et al., as cited by Weber (1986), one way to communicate expectation for pupil behavior is through a systematic plan of classroom rules which must be taught to students. These include: describing and demonstrating the desired behavior; rehearsing and practicing the appropriate behavior; and providing feedback to the students as to whether they exhibited the desired behavior or not (p. 126).

Additional clarification on prevention comes from Glasser (1969) who related that prevention means: clear expectations, clear consequences, avoiding threats, understanding groups, being organized, and making children responsible (p. 22).

Remediation, according to Gordon (1974), means: dealing with behavior directly and specifically, using "I" statements, using a time-out corner, dealing with misbehavior quietly, and removing unruly children until they can join the group (p. 25).

According to Siefert (1983), we should remember that the teacher is the authority in the classroom and must establish the kind of positive classroom

environment that prevents many of the inappropriate behaviors from happening (p. 250).

Waynne (1988) suggested that to revitalize the development of good character among U. S. students, we must emphasize more strongly and immediately good conduct of students and then encourage and reward such conduct. An example of this approach is the "For Character" school recognition program in the Chicago area (p. 425).

This program, according to Waynne (1988) identified and honored public and private elementary and secondary schools in which students demonstrated high levels of positive conduct and academic efforts. Included in this program are several appropriate character building activities such as tutoring peers or students in other grades; serving as crossing guards, pupil aides, or class monitors, to name a few. Consequently, students are motivated to practice good conduct through public and private praise; ribbons, student-of-the-week awards; notations on report cards; notes or phone calls to parents; school wide assemblies for presentations of awards; special field trips; bulletins to parents or messages transmitted over the schools public address system. In addition to individual student recognition;

at times groups of students or entire classes receive awards for conspicuous good conduct (Waynne, 1988, p. 425).

A viable discipline plan, as designed and described by Canter (1982), is the "Assertive Discipline Plan" which focuses on consistency throughout the school in the area of behavior management. Canter (1982) defines Assertive Discipline as "a competency based approach to classroom and school discipline, designed to provide educators the skills and confidence necessary to eliminate discipline as a problem in the classroom or school."

While this plan allows administrators, teachers and staff an opportunity to apply the same general rules and consequences in order to reduce the number of behavior problems, Cantor (1982) also believes that most teachers will agree that an appropriate behavioral foundation is very important to development of study habits and academic achievement and that teachers must be the "boss" in their classrooms (1982).

This discipline program, as designed by Cantor (1982), is based on three competencies that teachers should understand and practice:

1. Teachers must know at all times what they want the students to do.

2. Teachers must know how to systematically set limits when the students do not behave properly.

3. Teachers must know how to systematically reinforce the appropriate behavior of students.

Academic Achievement/Study Skills

Research in the area of academic growth and development continues to become increasingly intense. A longitudinal study in the Louisiana School District was designed to address four questions: Is retention effective for students who do not know their basic content for a given grade level? When is retention most effective among students who fail to meet prescribed minimum performance standards at each grade level? How do students who have not attained minimum skills required at their grade level but who are promoted perform at the next level? Does early identification and skill intervention prevent later difficulties? This study identified low-achieving third grade students who were retained once and scored less than 75 percent on the Louisiana Basic Skills Test. Specific intervention strategies were designed to remediate deficit skill areas through the Louisiana Compensatory Remedial Program (Rachal, et al., 1986).

Another area of concern was - How does seatwork affect achievement? According to Anderson, et al.,

the response to seatwork of 26 high and low-achievers in eight first grade classrooms revealed that every poor responder was a member of a lower level reading group and every high responder was a member of a higher level reading group (1981).

In connection with the seatwork study, forty teachers were interviewed. The results revealed that teacher's cognition about classroom practices vary and are amazingly quite different. These data suggested that the poorer responses of the low achievers were related to the teacher's emphasis on seatwork as a matter of routine, assignment of work that was too difficult, failure to provide help-seeking mechanisms, and an emphasis on persistence and task completion rather than on task understanding (Anderson, et al., 1989).

Various factors affect academic achievement-one of which is study skills of students, as well as parental involvement. Some studies have been done which were designed to answer questions under two broad categories: What study or learning strategy do teachers expect at different grade levels? Do teachers place value on strategies as tools for successful performance?

Moely (1989) reported that many teachers develop a sensitivity to the development of strategies and

place high value on their use. Several study skills are summarized as kinds of activities that teachers suggest to parents for helping students, and for teacher and student use.

Teachers are sensitive to developmental changes in children across the elementary years. Most teachers suggest some kind of memory strategy or what is referred to as metamemory development (Moely, 1989). Peterson, as cited by Moely (1989), described a recently emerging view of the teacher as a "thoughtful" professional engaged in higher order learning, decision making, thinking and judgment in the course of classroom interaction.

Burney, et al., as cited by Moely (1989), reported several strategies that teachers were observed to have used. They include: rote learning - writing, saying or otherwise studying information repeatedly; dealing with strategies of a higher level of complexity; requiring greater cognitive thought from the child such as - elaboration, transformation, image formation; use of aids for problem solving and metacognitive strategies such as - self-testing and checking activities, instructions in memory knowledge or awareness. Another category derived from the studies

include organizational schemes which refer to simplifying the amount of information to be learned (Moely, 1989).

Ormond, et al., reported on the use of visual imagery as a tool for learning to spell. The method of closing one's eyes to visualize what a word looks like is a frequent suggestion. Visual imagery is also suggested as a highly practical tool for learning the instructional materials in other academic areas (1989).

A study, as reported by Edenfield, et al., indicated positive results related to academic achievement when conducted with 18 primary-aged mild mentally handicapped students enrolled in a self contained or resource class. When certain study strategies were used to increase the levels of academic performance and production, there was a significant increase in desired behavior, and an increase in productivity and on-task behavior. The results indicated that the system which placed increased responsibility on students for their behavior control within an overall Management System may significantly improve academic performance (1989).

Edenfield, et al., suggested, as in the study, the following guide for students: Do your best; work slowly; write neatly and complete everything on the worksheet; complete all assignments. This study guide includes a self-monitoring checklist which allows

students to rate themselves. It was suggested that a reward system be used for correct responses as follows: Zero reward for no correct responses; a piece of candy for two correct responses; a few minutes of free time for three correct responses (1988).

Ridley, as cited by Edenfield, et al., suggested that word cards be developed with questions such as the following for assisting students in the self-monitoring process: How many worksheets were assigned? How many worksheets did I complete? Did I proof my assignments for mistakes? (1989).

Additional study skills which enhance academic growth, according to Parkay (1986) include: the use of study guides, textbooks, activity guides and the Survey, Question, Read, Recite, Review (SQ3R) techniques. The proper use of study guides help the student attain independence to combine process and content for successful leaning from content area texts. The SQ3R method of individual study was found to be very effective (Ranking, 1980).

Didier (1984) reported that major findings indicate a definite relationship between elementary school students' achievement and the Media Program. This research referred to student achievement in reading

and study skills as being related to several aspects of the library media program, personnel, and district summaries of reading achievement scores.

Further, Didier (1984), considered the effects of professional personnel in schools on student achievement in reading, study skills, the use of newspapers and student access to the library media center very significant.

It was concluded by Didier (1984) that the "role of the media specialist is positively related to student achievement," and noted that "knowledge of library skills is related to student achievement and performance on standardized tests and grade point averages."

Another factor which affects behavior in school, study skills, and academic growth is that of retention. Too many students are retained during the early years of their schooling. While many researchers suggest that retention does not exert any unique positive influence upon social and academic adjustment, Cuddy, et al., suggest that promotion may be beneficial in decreasing the peer rejection of low-achieving students and may decrease the number dropping out of school (1987).

According to Cuddy, et al., data from a study which was conducted with 47 low-achieving/retained,

low-achieving/promoted and average achieving/promoted second, third, and fourth grade students revealed that promotion of low-achieving students can lead to a greater decrease in peer-nominated rejection (1987).

During the 1984-85 school year, a rather ambitious study was conducted through the Chapter I Program of the Danville School District and revolved around 73 disadvantaged students and ways to improve their education. The goals of this project, according to Meyer, as cited by Reynolds, et al., were as follows: To remediate all areas of reading and study skills as necessary to the students; to allow successful functioning within the constraints of the classroom; to improve self-concept; to involve parents of Chapter I students in their child's educational program, and to motivate students to read on their own (1986).

Meyer, as cited by Reynolds, et al., reported elements of the program as follows: Decisions about the program were identified through analysis and monitored through close communication with the regular classroom teachers; weekly checklists were used to provide information on specific needs of individual students; district personnel and the building principal presented a united front; monthly inservice meetings were held; Chapter I teachers provided incentives such

as stickers, free books and student-of-the-week awards coupled with a positive classroom climate and student progress was reported in the bi-weekly newspaper (1986).

The Danville School District used the Gates-MacGinite Reading Test to determine effectiveness of the program by administering it during the fall and spring of every school year. Of the 73 students tested, only 15 percent reentered the Chapter I Program for the following school year (Reynolds, et al., 1986).

As related to achievement, the Attribution Theory, according to Blumenfeld, et al., purposes that an individual's interpretation of the causes of success and failure influences future achievement-oriented behavior. In addition, this Theory supports the concept that the "use of proper pacing and the matching of tasks to skill levels allow slower students to succeed, progress, and be rewarded with contingent yet positive feedback that enhances their ability perceptions" (1982, pp. 43-44).

Solution Strategy: Academic Performance Improvement Program

Based upon review of literature and specific needs within the target environment, it was evident that academic excellence is a growing concern of many school

districts in our nation and, most assuredly, of the target school in which this practicum project would be implemented. With this in mind, it was the objective of the practicum implementor/writer, along with the principal and teachers to enhance achievement opportunities for the target students within the school setting in which this practicum project would be implemented.

In anticipation of achieving this goal, the writer selected three strategies designed to effect a change in the behavior, study habits and academic levels of the students in the target group. These strategies, based upon recent research and having been employed in situations similar to those of the target setting, were selected as follows:

1. The Assertive Discipline Plan
2. The Study Skills Enhancement Plan
3. The Academic Excellence Growth Plan.

The Assertive Discipline Plan, a competency-based approach as designed by Canter (1982), was implemented in the area of student behavior management for the target group of this practicum project. This plan was utilized to establish consistency in applying the general rules and consequences of discipline as practiced by administrators, teachers and staff. It was deemed

that consistency is desirable in all efforts to reduce the number of student behavior problems in the classroom and in the school setting (Appendix B: 64).

In addition to focusing on consistency of approach overall, teachers received inservice training in the understanding and practice of three specific discipline competencies. These competencies were centered around the premise that teachers must know: (1) at all times what they want the the students to do; (2) how to systematically set limits when the students do not behave properly; and, (3) how to systematically reinforce the appropriate behavior of students (Canter, 1982).

Behavior management techniques implemented by the project implementor/writer for the target group included monitoring students for decreases in the number of behavior problems such as written reprimands for school or classroom misbehavior, constant interruption of school related activities, or breaking other school rules. Finally, students were monitored to determine if they had been placed in the Detention Room or suspended from school. Specific rules and consequences were utilized within the plan and monitored for each student of the target group. This included the use of a Parent Discipline Notification Form to be sent

to the parents should a student disobey any of the rules three times within a given day (Appendix C: 66).

The writer of the practicum project believed that the Assertive Discipline Plan by Canter (1982), if used properly, would change the behavior of students in the target group. It was further believed that once behavior changed, classroom environment, study skills and academic achievement levels of these low-achieving students would be enhanced.

The writer agreed with Canter (1982) that most teachers would agree that an appropriate behavioral foundation is very important to the development of study habits and academic performance and that teachers must be "boss" in their classroom. The final basis for this plan was that if behavior problems are to be eliminated in the classroom, teachers must be assertive and respond to their students in a manner which enabled them to have their needs met in the classroom, but not violate the best interests of the students. Thus, the focus on consistency throughout the plan as well as the motivation for selection and implementation of the competencies within the target school setting.

The Study Skills Enhancement Plan employed, as the basic component, a student self-checking and monitoring approach (Edenfield, et al., 1989). This system was selected by the writer on the basis of research data which indicated, through the use of various strategies, increased levels of academic performance and production, a significant increase in desired behavior, and an increase in productivity and on-task behavior. In addition, it was indicated that the system which placed increased responsibility on students for their study behavior control within the overall management system, resulted in significant improvement in academic achievement and self-esteem of the students involved (1989).

The self-checking and monitoring system was utilized by each student within the target group for assessing his/her progress in learning readiness and study skills (Appendix D: 68). This system incorporated an Awards System based on a scoring approach ranging from zero to three points for various competencies (Appendix E: 70). The combined approach was intended to enhance student motivation and pride of accomplishment within the target group. Awards were based and awarded on points as determined by teacher compilation and comparison of student data (Appendix F: 72).

The Academic Excellence Growth Plan, intended to reflect an improvement in academic performance in subject areas of the target group, was a combination of all strategies involved in the practicum project within the target setting. This included the Discipline and Study Skills Improvement components. Also, in an effort to establish positive attitudes toward school and academic achievement in students of the target group, a program referred to as (B.U.G.) Bring Up Grades Honor Roll Program was implemented.

The (B.U.G.) Program is sponsored by the Kiwanis Club and was designed to encourage low-achievers to improve much the same way that an honor roll encourages high-achievers to do their best. Students received various awards for outstanding efforts to improve their grades in the subject areas (Appendix G: 74).

In summary, the writer implemented three components designed to achieve the objective of the practicum project of improved academic performance of target students: The Assertive Discipline Plan, The Study Skills Enhancement Plan, and The Academic Excellence Growth Plan.

Finally, Teacher Pre and Post-Questionnaires were utilized to determine the overall academic improvement of target students within the educational setting through comparison of student data from the Teacher Questionnaires (Appendix A:62 , and Appendix H: 76).

CHAPTER III

Method

Based upon needs within the target environment and upon recent and current solution strategies having been employed in similar situations as that of the target environment, the designer/writer of this project implemented a Model Academic Performance Improvement Program which revolved around 18 low-achieving third grade students which were comprised of eleven boys and seven girls. The writer implemented the following program and timeline with the anticipation that, given specialized improvement strategies through the Model Academic Performance Program, over a period of ten weeks:

1. Seventy percent of the students in the target group would demonstrate a 50 percent increase in learning readiness and study skills.

2. Seventy percent of the students in the target group would demonstrate a 70 percent decrease in the number of written reprimands for behavior problems.

3. Sixty-five percent of the students in the target group would demonstrate an increase in their grades to C in reading, mathematics, language arts, spelling, social studies, science and health.

The methods utilized for improving each of the three problem areas were as outlined below and on the following pages.

Overall Approach

Prior to the ten-week implementation phase of this project, needs were identified and documented, students were identified and selected, based on the criteria of behavior problems, poor study skills, low grade point averages and procedures/documents were developed for the implementation and evaluation of the project. Parents were notified as appropriate.

A descrepancy was apparent as recognized by the writer, teachers and administrators and established between what was and what should have been, which was: That these students were receiving D and U grades in from three to seven of their seven subject areas and were being retained in grade level and that there was a need for them to achieve at least D or 65 percent in each subject area in order to progress to the next grade level. In addition it was established that there was not a program in place within the educational setting to effect this improvement within the target group.

As a result of all data, including a Pre-Teacher Questionnaire completed by the four teachers of the

target students, the writer/implementor designed and implemented a ten-week Model Academic Improvement Program which consisted of three components: (1) The Assertive Discipline Plan, (2) The Study Skills Enhancement Plan, and (3) The Academic Excellence Growth Plan.

Assertive Discipline Plan. The Assertive Discipline Plan, a competency-based approach, as designed by Canter (1982), was implemented for the target group of this practicum project. This plan was utilized to establish consistency in applying the general rules and consequences of discipline as practiced by administrators, teachers and staff within the target school (Appendix B: 64). Although this plan was utilized thorughout the school, it was implemented by the writer in an enhanced approach with the target students.

In addition to focusing on consistency of approach, the teachers received inservice training in the understanding and practice of the specific discipline competencies which were centered around the premise that teachers must know: (1) at all times what they want the students to do; (2) how to systematically set limits when the students do not behave properly; and, (3) how to systematically reinforce the appropriate behavior of students (Canter, 1982).

Discipline management techniques implemented by the project implementor/writer included: monitoring students for decreases in the number of behavior problems such as written reprimands for school or classroom misbehavior, constant interruption of school related activities, or breaking other school rules. Finally, students were monitored to determine if they had been placed in the Detention Room or suspended from school. Specific rules and consequences were utilized within the plan and monitored for each student in the target group. This included the use of a Parent Disruptive Notification Form which was sent to parents whenever students disobeyed any of the rules three times within a given day (Appendix C: 66).

The implementor/writer anticipated that the Assertive Discipline Plan by Canter (1982) would improve the behavior of students in the target group. The writer further anticipated that once behavior improved, classroom environment, study skills and academic achievement would be enhanced.

The writer agreed with Canter (1982) that teachers believe an appropriate behavioral foundation is very important to the development of study habits and academic

performance and that teachers must be "boss" in their classrooms.

Study Skills Enhancement Plan. The project implementor/writer employed the Study Skills Enhancement Plan which served as the second component of the program and as a student self-monitoring approach (Edenfield, et al., 1989). This system was selected by the writer on the basis of research data which indicated, through the use of various strategies, increased levels of academic performance, a significant increase in desired student behavior, and an increase in productivity and on-task behavior. In addition, it was indicated that the system which placed increased responsibility on students for their study behavior control within the overall management system, resulted in significant improvement in academic achievement and self-esteem of the students involved (1989).

The student self-checking and monitoring system was utilized by each student within the target group to assess his/her progress in learning readiness and study skills (Appendix D: 68). This system incorporated an Awards System based on a scoring approach ranging from zero to ten points for various competencies (Appendix E: 70). The writer anticipated that this

combined approach would enhance student motivation and pride of accomplishment within the target group. Awards were based and awarded on points as determined by teacher monitoring and teacher comparison of student data for total allowable points earned (Appendix F: 72).

Academic Excellence Growth Plan. The Academic Excellence Growth Plan was implemented by the implementor/writer as the third component of the overall Model Program. It was anticipated that this plan would reflect improvement in the subject areas of the target group. The Academic Achievement Growth Plan was based on a combination of all strategies involved in the practicum project. This included the Discipline and Study Skills Improvement components. However, in an effort to establish positive attitudes toward school and academic achievement, a program referred to as (B.U.G.) Bring Up Grades Honor Roll Program was also implemented.

The (B.U.G.) Program was sponsored by the Kiwanis Club and was designed to encourage low-achievers to improve much the same way as an honor roll would encourage high achievers to do their best. Through this program, students of the target group who brought

up their grades, received various awards for outstanding efforts on improving their grades in their subject areas (Appendix G: 74).

Implementation Phase. The implementation phase of this project lasted for a ten-week period. Thirty to forty-five minutes every Thursday and Friday were spent with the target students in their classroom by the writer/implementor. Prior to the first week of implementation, the program writer/implementor identified and selected the target group of 18 students, explained the program to the teachers, the purpose of the program, what objectives were to be met, and how the solution strategies would be implemented. At the request of the writer, the teachers completed a Pre-Teacher Questionnaire for assessing student learning readiness and study skills (Appendix A: 62).

On the first day of the program, the writer explained the program to the target group. Students were re-acquainted with the rules and consequences of the Assertive Discipline Plan as distributed by the administrators, teachers and staff within the target school setting (Appendix B: 64). The students received a copy of the rules and consequences to be used as a reference. The students received a copy of the Parent

Notification Form (Appendix C: 66). The contents of the aforementioned forms were explained in detail until all members of the target group understood the procedures.

On each Thursday of the implementation phase, students of the target group assessed their progress in learning readiness and study skills. Teachers also assessed student learning readiness and study skills. They awarded individual academic subject area grades to determine if students were passing or failing. The writer/implementor monitored the target group for indicators of success. The teachers placed individual assessment of student progress in the writer's mailbox each Thursday afternoon. On Friday, the writer consulted with each student concerning his/her progress and discussed strengths/weaknesses. This was accomplished by comparing the points received by each student through assessment of their progress. Awards were given based on the number of points received by each student.

Finally, after ten weeks of implementing solution strategies to improve the study skills and academic performance of the 18 low-achieving, third grade students of the target group, teachers completed a Post-Teacher Questionnaire which assessed the progress of each

student. Both the Pre and Post-Teacher Questionnaires were utilized to determine the overall academic improvement of the target students within the educational setting. This was accomplished through comparison of student data from both the Teacher Questionnaires (Appendix A: 62, and Appendix H: 76).

Timeline

Week One

1. Day one - The writer met with teachers of target students as an update of previous inservice training and to cover last minute details about the program.

2. Day one - The writer met with target students, explained the program and distributed appropriate student information: Discipline Rules and Consequences (Appendix B: 64); Parent Discipline Notification Form (Appendix C: 66); and Student Self-Monitoring Form (Appendix D: 68).

3. Day one - The writer explained the overall program to students including the Awards Program (Appendix F: 72, and Appendix G: 74).

4. Thursday - The teachers assessed student progress (Appendix E: 70) and placed in writer's mailbox.

5. Thursday - Students assessed their progress (Appendix D: 68) and teachers compared points for awards program.

6. Thursday - The writer monitored students in the classroom setting for indicators of success.

7. Friday - The writer held conferences with each students for feedback on strengths/weaknesses.

8. Awards were given based on points.

9. Parents were notified as appropriate (Appendix C: 66).

Weeks Two - Eight

1. Teachers continued to monitor student progress and reported progress to the writer.

2. Students continued to assess their progress - teachers compared total points for awards.

3. The writer continued to monitor students each Thursday in their classroom setting for indicators of success.

4. The writer continued to hold conferences with each student on Friday for feedback as to strength/weaknesses.

5. Awards were given each week to appropriate students based on points received.

6. Teachers monitored and determined grades progress and reported to the writer.

7. Parents were notified as necessary.

8. The writer met with teachers on a weekly basis for planning, support and data gathering.

9. The writer met with a Kiwanis Club representative for finalizing plans for the Awards Program at the end of the nine-week grading period.

Weeks Nine and Ten

1. Teachers administered subject area tests and compiled and reported nine-week grades to the writer.

2. Students completed assessments of their progress and reported to the teachers.

3. The teachers completed the Post-Teacher Questionnaire to determine overall progress of each student.

4. Teachers compiled all data and reported to the writer.

5. The writer monitored students in the classroom setting on Thursday for indicators of success and met with students on Friday for feedback as to strength/weeknesses.

6. The Awards were presented at an Awards Program for the (B.U.G.) Program as provided by the Kiwanis Club.

7. The writer compiled all data for evaluation of the practicum project.

CHAPTER IV

Results

The purpose of this chapter was to evaluate the results of this research project. More specifically, specialized intervention strategies were implemented through a Model Academic Performance Improvement Program to activate and assess improvement in learning readiness, study skills, behavior problems, and overall academic achievement in 18 low-achieving third grade students in the target group.

During the duration of this project, initial data was collected, daily data was collected, and upon completion of this project, data was collected and analyzed for comparisons.

The progress of each student was calculated individually and averaged to determine the improvement for each student and for the entire target group. Each objective was measured against the stated criteria as summarized on this and the following pages of this chapter.

Objective Number One

Objective number one was met when the results indicated that 88 percent of the target group students

demonstrated improved learning readiness/study skills by achieving an increase of from 50-71 percent of yes answers to from six-nine of the assessment items (two-ten) of the Post-Teacher Questionnaire as compared to items (one-nine) of the Pre-Teacher Questionnaire (Appendix A: 62, and Appendix H: 76). These results provided an average increase of 58.8 percent for the entire group. This exceeded the predicted 70 percent of the target students achieving a 50 percent increase in yes answers to at least six of the nine items on the Post-Teacher Questionnaire. Table 2 below summarizes these results.

Table 2
Learning Readiness/Study Skills
Pre - Post Teacher Questionnaire Results

Students	Pre/ Yes	Post/ Yes	Number Increase	Percentage Increase
++ A	4	9	5	55.0
B	3	7	4	57.0
C	2	7	5	71.0
D	2	*5	3	60.0
E	3	6	3	50.0
F	4	10	6	60.0
G	4	9	5	55.0
H	5	10	5	50.0
I	4	10	6	60.0
J	5	9	4	44.0
K	3	6	3	50.0
L	3	7	4	57.0
M	2	6	4	66.0
N	5	10	5	50.0
O	7	7	0	0.0
P	5	10	5	50.0
Q	4	9	5	55.0
R	2	*4	2	50.0

Average increase: 58.8 percent.

++ N = 18 students of the target group.

* Students D and R did not achieve yes to six items.

The results of objective one were obtained by comparing data from Pre-Teacher Questionnaires which were completed for each student by teachers of the target group at the beginning of the first semester of the 1990-91 school year to data from Pre-Teacher Questionnaires which were completed by these same teachers at the end of the first semester of the 1990-91 school year. Each item was compared and compiled for each student by the teachers and given to the writer for evaluating the success of this objective.

As predicted, the intervention strategies utilized in the Model Progam proved to be effective in improving learning readiness and study skills for low achieving third grade students.

Objective Number Two

Objective number two was met when the results indicated a 94 percent decrease in the number of written reprimands for misbehavior problems within the school setting for students of the target group as compared for data reported from item eleven of a Pre-Teacher Questionnaire to item ten of a Post-Teacher Questionnaire (Appendix A: 62, and Appendix H: 76).

Data collected and compiled from the Pre-Teacher Questionnaire for item eleven, as reported by teachers of the target group, reflected that 65 percent or twelve of the eighteen target students had received a total of fifty reprimands for misbehavior problems within the school setting. Post-Teacher Questionnaire results,as reported by these same teachers, revealed that only three of the twelve students had received a total of three written reprimands during the implementation phase of the practicum project which resulted in an overall decrease of 94 percent in written reprimands for the entire group.

Since the decrease in written reprimands for the target group was projected at 70 percent, the actual achievement of a 94 percent decrease far exceeded the projections for this objective. Here, again, the specialized intervention strategies employed within the school setting proved to be successful.

Objective Number Three

Objective number three was met when results revealed that 72 percent of the target students had received an increase to C in reading, mathematics, language

arts, spelling, social studies, science and health as indicated by comparison of the 1989-90 school year grades to the 1990-91 school year, first semester grades for the target group.

During the 1989-90 school year, eleven or 55 percent of the eighteen target students had received grade averages of D or U in three to seven of their individual subjects. These low averages were designated as weak areas. There were sixty-two weak areas for the total group (Table 1:6). Based on grade averages of the target group at the end of the first semester of the 1990-91 school year, thirteen or 72 percent of the eighteen students had raised all seven subject area grades to C or above. Five of the students received a D or U grade in from three to seven of their subjects. The total weak areas for the entire group now totaled only twenty-seven.

The writer had predicted that after ten weeks of specialized improvement intervention strategies, 65 percent of the target students would demonstrate an increase to C in their seven subject areas. The results of 72 percent of the students achieving a C or above grade average in their subjects exceeded the

projections. These results are summarized and displayed in Table 3 below.

Table 3

Individual Students' Post-Cumulative Grade Profile

Student	Reading	Math	Language Arts	Spelling	Social Studies	Science	Health	Total Weak Areas Per Student
A								0
B								0
C								0
D								0
E								0
F								0
G								0
H								0
I								0
J								0
K								0
L	*		*	*	*	*	*	6
M		*	*			*	*	4
N			*		*		*	3
O	*	*	*	*	*	*	*	7
P								0
Q	*	*	*	*	*	*	*	7
R								0
Totals	3	3	5	3	4	4	5	27

*Means a D or U Grade and are considered Weak Areas for Students.

Summary of Findings

While all three objectives exceeded the projections of the implementor/writer of the practicum project, there were some overall findings for the Model Program which the writer considered to be of importance to the success and future use of this Model.

The Pre and Post-Teacher Questionnaires were designed to provide overall baseline and profile data for the target students as to learning readiness and study skills and to provide data for comparisons for the overall progress of these students after employing all strategies for a ten-week period. Item one of the Pre-Teacher Questionnaire revealed that 38 percent of the students were on the school's Breakfast Program. This item was not included on the Post-Questionnaire since it was only a student profile item.

By the end of the ten-week implementation phase of the practicum project, through weekly monitoring and progress reports by the teachers, student data revealed the following findings for: items two and three - 100 percent of the students were in attendance 80 percent of the school week and arrived to school on time; item four - 94 percent of the students were

prepared for class with such supplies as paper, pencils, etc.; items five, six and seven - 61 percent of the students listened well, 72 percent followed oral directions correctly, while only 61 percent followed written directions; items eight, nine and ten - 77 percent of the students completed assignments on time, but only 33 percent proofread assignments for mistakes; item eleven - 6 percent of the students received written reprimands for misbehaviors within the school setting (Appendix E: 70).

The teachers felt that the low areas of following written directions and proofreading for mistakes were due to poor reading ability of the students and the fact that these students needed to slow down while working on assignments. They also felt that they needed to double check their assignments before turning them in to the teachers.

The Student Self-Monitoring Study Skills Assessment made the target students responsible for monitoring themselves in the ten areas related to their learning readiness and study skills involved in the practicum project. The students demonstrated responsibility in assessing their skills (Appendix D: 68) as compared to teacher assessments of their

skills (Appendix E: 70). Data revealed that during pre-assessment, students scored themselves consistently higher than did their teachers, but became more closely aligned by the end of the ten-week implementation phase of this project. This data is summarized and displayed in Table 4 below.

Table 4

Assessment Results From Student/Teacher Weekly Progress Reports
Student Learning Readiness/Study Skills

Students	Week One Pre-Monitor	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten Post-Monitor
A	*5-4**	6-5	8- 7	8- 8	8- 8	8- 7	8- 9	8- 9	8- 9	8- 9
B	6-3	7-4	5- 6	6- 7	6- 7	6- 7	6- 7	6- 8	6- 6	6- 7
C	5-2	8-5	8- 7	7- 7	7- 7	8- 7	7- 6	7- 7	7- 7	7- 7
D	4-2	5-4	5- 4	4- 5	3- 5	5- 5	5- 4	6- 6	4- 5	4- 5
E	5-3	4-5	6- 6	6- 7	6- 6	6- 6	6- 7	6- 7	7- 6	9- 6
F	6-4	6-4	6- 6	7- 7	7- 7	8- 8	9- 8	9- 8	9- 9	9-10
G	7-4	8-4	7- 4	8- 4	6- 9	8- 9	8- 8	8- 9	9- 9	9- 9
H	6-5	7-7	9- 9	9-10	9-10	9-10	9- 9	9- 9	9-10	10-10
I	8-4	8-6	10- 9	9- 7	9- 8	9-10	9-10	9-10	9- 9	10-10
J	6-5	8-8	9- 9	9-10	10-10	10-10	10-10	9-10	10-10	9- 9
K	4-3	4-3	4- 3	3- 4	4- 5	5- 6	4- 6	4- 7	5- 5	5- 6
L	7-3	8-7	9- 9	7- 9	8- 7	7- 6	7- 7	7- 7	7- 7	6- 7
M	6-2	6-6	6- 6	7- 7	5- 5	6- 6	7- 7	6- 5	7- 7	6- 6
N	8-5	9-8	10-10	10-10	10-10	10-10	10-10	10-10	10-10	10-10
O	3-7	5-5	6- 6	6- 7	5- 6	6- 8	7- 8	6- 6	5- 5	7- 7
P	6-5	7-7	9- 8	9-10	8- 9	7- 9	9-10	6-10	5- 9	10-10
Q	5-4	6-5	9- 7	8- 9	9- 7	8- 9	7- 9	9- 9	10- 9	9- 9
R	3-2	3-3	3- 3	3- 3	3- 4	3- 4	4- 5	4- 4	3- 4	4- 4

*The first scores in each column are target student scores.
**The second scores in each column are teacher scores.

The Assertive Discipline Plan proved, through consistency of administrators, teachers and staff in applying discipline rules and consequences within throughout the school setting as well as involving parents, to be effective in reducing written reprimands for student misbehaviors within the educational setting.

The data from Weekly Student Progress Reports were verified by the teachers and assigned points from 0-10 for student awards through the Student Reward System (Table 4:53). Academic excellence in the subject areas determined the eligibility for students to receive awards through the (B.U.G.) Bring Up Grades Honor Roll Program which was sponsored by the Kiwanis Club.

Finally, these and other specialized intervention strategies implemented by the implementor/writer of this project, with a collaborative effort of the administrators, teachers and staff, demonstrated improved academic performance in the target students who participated in this Model research project.

CHAPTER V

Recommendations

Motivating the student to achieve academically has continued to be of growing concern to many educators. This Model Academic Improvement Program was successful in improving the learning readiness and study skills, behavior problems as related to written reprimands and academic achievement of the 18 third grade low-achievers of the target group. In fact, significant improvements were indicated through these specialized intervention strategies.

The findings of this project will be shared with educators working within the writer's educational setting. The writer will encourage all third, fourth and fifth grade teachers in the target environment to incorporate the intervention strategies utilized in this project to motivate those students who are not performing their best academically.

The writer will be available to assist or make presentations pertinent to the findings and the procedures utilized in this project for those within the target setting. These findings will be made available to other interested educators in settings similar to the target environment.

The writer will make efforts and encourage other educators to more fully involve outside agencies and parents in award programs or other methods to motivate low-achieving students to improve academically. Apparently, it must be through the cooperative efforts of administrators, teachers, parents and other interested persons that low-achieving students are motivated to achieve academically.

Based on the findings of this project, the improvement in learning readiness, study skills, behavior and academic achievement should be major objectives of the school system. This should necessitate not only the teaching of academic subject areas but the improvement of activities that require application of skills and, most importantly, the encouragement of acceptable school behavior and attitudes. Further, the implementor/writer is certain that other settings where the same types of students needs exist could benefit from these strategies as outlined in this report.

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Appendix A

PRE-TEACHER QUESTIONNAIRE
for
Assessing Student Learning Readiness/Study Skills

TEACHERS: Please complete this Questionnaire for each of your students in the target group with yes or no.

STUDENT NAME:_____

WEEK OF:_____

1. Does the student participate in the Breakfast Program? _____
2. Was the student present approximately 80 percent of the school week? _____
3. Does the student arrive to school on time? _____
4. Is the student prepared for class, for example, does he/she have the necessary supplies: paper, pencil,Etc.?_____
5. Is the student a good listener? _____
6. Does the student follow oral directions? _____
7. Does the student follow written directions? _____
8. Does the student complete assignments on time? _____
9. Is the student responsible for completing homework assignments? _____
10. Does the student proofread assignments for mistakes? _____
11. Does the student have an excessive number of written reprimands for behavior problems on file? _____

    If you answered yes to number 11, how many are there? _____

Appendix B

ASSERTIVE DISCIPLINE PLAN/RULES AND CONSEQUENCES

TEACHERS: Please utilize the guidelines outlined below for school-wide consistency in applying disciplinary actions for student behavior problems in your classroom and/or school setting.

SPECIAL NOTE: Remember that the most severe consequences for student misbehavior are four and five check marks. Four check marks will result in In-School Detention. Five check marks will result in students reporting to the Vice Principal's office with either In-School Detention or Out-Of School Suspension.

RULES: Students Must:

A. Follow directions
B. Stay in seat during instructional time and during teacher/adult directions
C. Raise hand before speaking
D. Keep hands, feet and objects to him/herself
E. Not use profanicy, engage in teasing or fighting.

CONSEQUENCES: Misbehavior will result in the following:

1. Student's name is written on board - first consequence.
2. One check mark - Student loses recess
3. Two check marks - Student loses recess and parent is contacted
4. Three check marks - Student receives counseling with understanding that the next consequence will result in In-School Detention
5. Four check marks - Student reports to the Vice Principal's office which results in In-School Detention or Suspension from school (severe consequence).

Appendix C

PARENT DISCIPLINE NOTIFICATION FORM

To the Parents of:_____

Your child's school has a school wide discipline plan. After a student has broken any of the rules three times in one day, the student will lose one recess and the parent will be contacted.

Your child_____, has failed to follow these fules at least three times today. Please discuss with your child the importance of following these school rules for the safety and well being of all and the improved educational atmosphere it will provide.

Thank you for your assistance and support in this matter. If you have any questions or concerns, please contact the school for a conference.

Sincerely,

_____

****

School Rules

____1. Follow directions.

____2. Stay in seat during instructional time and teacher/adult directions.

____3. Raise hand before speaking.

____4. Keep hand, feet and objects to yourself.

____5. No profanity, teasing, or fighting.

Please sign and return:

_____
(Parent Signature)

_____
(Date)

Appendix D

STUDENT SELF-MONITORING STUDY SKILLS ASSESSMENT FORM

Student Name: _____

Week of: _____

DIRECTIONS: Each student response of yes is worth one point if verified by the teacher.

		Yes	No
1.	Was I present four days this week?	_____	_____
2.	Was I on time?	_____	_____
3.	Was I prepared for class, supplies, etc.?	_____	_____
4.	Was I a good listener?	_____	_____
5.	Did I follow oral directions?	_____	_____
6.	Did I follow written directions?	_____	_____
7.	Did I complete assignments on time?	_____	_____
8.	Did I complete homework?	_____	_____
9.	Did I proofread assignments?	_____	_____
10.	Did I receive written reprimands for behavior problems?	_____	_____
	If yes, how many?	_____	

Total Points _____

Appendix E

WEEKLY STUDENT PROGRESS REPORT

TEACHERS: Please complete this report for each of your students in the target group by placing a check as indicated.

STUDENT NAME:_____ DATE:_____

SUBJECT	PASSING	FAILING
Reading	_____	_____
Math	_____	_____
Language Arts	_____	_____
Spelling	_____	_____
Social Studies	_____	_____
Science	_____	_____
Health	_____	_____

LEARNING READINESS/STUDY SKILLS	YES	NO
1. Was the student present at least 4 days this week?	_____	_____
2. Was the student on time each day?	_____	_____
3. Was the student prepared for class, supplies, etc.?	_____	_____
4. Was the student a good listener?	_____	_____
5. Did the student follow oral directions?	_____	_____
6. Did the student follow written directions?	_____	_____
7. Did the student complete assignments on time?	_____	_____
8. Did the student complete homework?	_____	_____
9. Did the student proofread assignments?	_____	_____
10. Did the student receive written reprimands for behavior problems?	_____	_____
If you answered yes for number 10, how many were there?	_____	

Appendix F

STUDENT REWARD SYSTEM

TEACHERS: Please use the guidelines outlined below for students based on the number of points received from their Self-Monitoring Study Skills Assessment Forms as verified by your Weekly Progress Reports.

Points ranging from 0-10 will be applied on a weekly basis as follows:

1. For 0 to 5 points -Students will receive no reward for the week.
2. For 6 to 7 points - Students may choose to receive a "Caught Doing Something Good" pencil or an item from the "Surprise Box" as prepared by the writer of the project.
3. For 8 to 9 points - Students will receive an Achievement, Behavior, Citizenship Award (A.B.C. Award) at the target school.

   This award may be given by any faculty or staff member to any student for exceptional achievement behavior or citizenship action. Each recipient of this award receives a coupon with his/her name on it. This coupon is displayed in the front office of the target school until Friday. Each Friday, names are drawn from the "ABC Box." Student awards consist of such items as pencils, posters, stickers, etc. Students are recognized as their names are called on the School Intercom as "ABC" winners of the week.
4. For 10 points - Students will receive a pencil, an item from the "Surprise Box" and receive the "ABC" award.

Appendix G

BRING UP GRADES HONOR ROLL AWARDS PROGRAM (B.U.G.)

TEACHERS: Outlined below are guidelines for presenting awards to students for outstanding academic achievements at the end of the nine-week grading period. This program is sponsored by the Kiwanis Club in our area.

The Awards will be presented as follows:

1. Any low-achieving students who made an outstanding effort of bringing up an academic grade while maintaining all other grades during the nine-week grading period will receive an award through the B.U.G. Honor Roll Program.

2. The incentive awards will be administered by the Kiwanis Club during a B.U.G. Honor Roll Program. This program is designed to encourage low-achievers to work to their best ability.

3. Recipients of the B.U.G. Awards will be recognized by placement of their names in the B.U.G. Museum (located in the cafeteria of the target school).

4. The Kiwanis Club will announce the names of winners at their meetings.

5. Winning students will receive a B.U.G. coupon, courtesy of McDonalds, entitling the bearer to free food. They will also receive a B.U.G. sticker and a B.U.G. pencil that says "I Brought Up My Grades."

6. The names of the B.U.G. recipients will be published in the school newspaper.

Appendix H

POST-TEACHER QUESTIONNAIRE
for
Assessing Student Learning Readiness/Study Skills

TEACHERS: Please complete this Questionnaire for each of your students in the target group with yes or no.

STUDENT NAME:_____

WEEK OF:_____

1. Was the student present approximately 80 percent of the school week? _____
2. Does the student arrive to school on time? _____
3. Is the student prepared for class, for example, does he/she have the necessary supplies: paper, pencil, Etc.?_____
4. Is the student a good listener? _____
5. Does the student follow oral directions? _____
6. Does the student follow written directions? _____
7. Does the student complete assignments on time? _____
8. Is the student responsible for completing homework assignments? _____
9. Does the student proofread assignments for mistakes? _____
10. Does the student have an excessive number of written reprimands for behavior problems on file? _____

If you answered yes to number 10, how many are there? _____

ADDITIONAL COMMENTS:_____

_____

_____

_____